

Programme 116†.

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(January to March, 1930,
May to July, 1930, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : " I am, I can, I ought, I will."

(He shall) " pray for the children to prosper in good life and
good literature."—(DEAN COLET.)

FORM I., (A & B).

PUPILS' NAMES.....

Bible Lessons.

The Bible text must be read and narrated without interruption.

A & B I. Suitable stories from *Numbers*, chapters 13, 16, 20-22, 24, and *Deuteronomy*, chapters 16 and 31.

Teacher study Dr. Paterson Smyth's *Moses and the Exodus* (Sampson Low, 2/-), lessons xvii.-xxiv., inclusive, in order to bring the passages home to the children, adding comments if necessary.

II. Suitable stories from *St. Luke's Gospel*, chapters 8-16, inclusive.

(Optional) *The Children's Kingdom* (daily readings), by G. Watts and S. F. Perrin (Blackwell, 2/6). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.). *Side-lights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *Bible Atlas* (S.P.C.K., 1/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren; words and music, 3/-, words only, 6d.), or, *The Church and School Hymnal* (S.P.C.K., 3/6; words only, 1/6). Teacher will find useful *Everyday Life in the Holy Land*, by J. Neil (S.P.C.K., 10/6).

† The 116th term of work set since the Parents' Union School began.

Sunday Reading (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 219-299 (1564-1721). *If I lived in Palestine*, by M. Entwistle (C.M.E., 1/-).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints*, by William Canton (Dent, 2/-). *Boys and Girls of Africa* (C.M.S., 1/-).
- Sunday Occupations: *Africa Painting Book* (C.M.S., 1/-).
Make *The Tent of Yusef* (C.M.S., 6d.).

Writing.

- A *New Handwriting** (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. each card); teacher to study instructions, (6d.).
- A Card 2, lines 1 and 2; card 5, lines 5 and 6, or continue. Two letters to be mastered each lesson. Transcribe from reading books, and write words and short sentences from dictation with cards as models; new words must be visualized beforehand (see *Home Education*, pp. 240-243).
- B Card 3, line 5, and card 5, lines 1 and 2; eight letters from card 10; or continue; one letter to be mastered each lesson. Write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Left-hand half of card 4 of *The "New Handwriting."*

Tales.

- A *The Pilgrim's Progress** (Oxford Press, 3/6, or, Nelson, 1/6), Part I., from "The Pillar of Salt" to the end. *Tales of Troy and Greece*,* by Andrew Lang (Longmans, 5/-), pp. 145-200.
- B Three Fairy Tales: Andersen's *Fairy Tales*, or, Grimm's *Fairy Tales* (both Oxford Press, 3/6), may be used. Three fables: *Æsop's Fables* (Murray, 2/6).

English History.

- A *Our Island Story*,* by H. E. Marshall (Jack, 10/6), pp. 230-285 (1347-1485). *Tales from Westminster Abbey*,* by Mrs. Frewen Lord (Sampson Low, 1/6), chapter 4 (from the north transept) to end of chapter 5.
- B *Our Island Story*, pp. 1-40 (55 B.C. to A.D. 449).

Geography.

- In every lesson there should be six map questions before reading letterpress, then reading and narration.
- A Philip's *Atlas of Comparative Geography** (3/6).
- A *Ambleside Geography Books*, Book I.* (Kegan Paul, 2/6), lessons 36-38 inclusive. *Ambleside Geography*

Books, Book II.* (Kegan Paul, 3/-), lessons 18-24 inclusive. Be able to describe six places connected with recent events. Describe boundaries of three fields, part of the course of a stream or river.

- B *Ambleside Geography Book I.*, lessons 6-10, inclusive. *The Children's World*, by M. S. (Fountain Press, 2/6); Africa, Egypt, The Far North, North America, Tibet. Be able to describe six places Father and Mother have visited. (1), Describe, (2), make in tray of sand, islands, isthmuses, straits, mountains, lakes.

Natural History.¹

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 5d., and see *Home Education*, pp. 54, 55). Teacher may find useful: *Countryside Rambles*, by W. S. Furneaux (Philip, 2/6). Find and name six kinds of twigs; watch six animals, etc.
- A *Birds of the Air*,* "Eyes and No Eyes Series" (Cassell, 1/3), *Wild Creatures of Garden and Hedgerow*, by Frances Pitt (Constable, 7/6), pp. 192-238.
- B *Wild Life in Woods and Fields* ("Eyes and No Eyes Series," Cassell, 1/-), one lesson each week. *My Animal Friendships*, by Cherry Kearton (Arrowsmith, 5/-), pp. 14-66.
- or, A & B, overseas: *Within the Deep* ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-44. *Animal Life in Africa*, by Martin Duncan (Milford, 1/-), pp. 1-50.

Picture Study (see *Home Education*, pp. 307-311, for directions).

- A & B Study reproductions of six pictures* by Filippino Lippi (P.N.E.U. Office, 2/- the set): see notes for teachers' use only in the January number of the *Parents' Review*.

French.²

- A & B The work should be oral only.
- A *Cours de Français, Méthode Orale, Premier Livre*, by F. Thémoin (Hachette, 2/-), take eleven "series" each term.
- A *Recueil de Poèmes*, Vol. I., by J. Molmy (Blackie, 6d.). Optional: a fable from *French Fables in Action*, by V. Partington (Dent, 1/9), children to narrate. *La Vie de Madame Souris* (Dent, 1/-) may be used for a first reading book during the sixth term in I.A.
- B *Le Livre Rouge*, by E. Magee (Blackie, 2/6), one "lesson" each week. Singing games, see under *Singing*.

¹ Members overseas see special leaflet.

² Schools may substitute the national language.

Number.

If not at the stage indicated, children should start work at the point they have reached in the books set, and should work straight through them.

Some rapid mental work for A and B, each lesson, and regular practice in tables.

- A *Fundamental Arithmetic*, by P. B. Ballard, M.A., D.Litt., Book I. (University of London Press, 10d.), pp. 1-11, and *Fundamental Arithmetic Cards*, Standard I., Set A (1/3), cards 1, 2, 3, 6, 7, and 9. Set B (1/3) for additional examples may be used. It is essential that teachers should follow directions carefully in Teacher's Book I. (2/-).

- B *Step-at-a-Time Arithmetic*, Book I. (A. & C. Black, 7d.). Term I., pp. 1-13. Sums may be worked with dominoes, beans, etc., at first. It is essential that teacher should follow directions carefully in *Teacher's Book I.* (2/-).

Beginners: *Number*, by Mrs. W. A. Stephens (P.N.E.U. Office, 4d.).

Brushdrawing.

- A & B Teacher see *Home Education*, p. 313. Paint-box with specially chosen colours, brush and palette (P.N.E.U. Office, 2/6). Box of (a) crayons, (b) coloured chalks (4½d.). Children should draw occasionally with brush, crayon or chalk from memory. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/3 each) may be used. *Pencils should not be much used.* Paintings of (a) six twigs; (b) six animals that you have been able to watch; scenes from stories taken from Reading books.

Recitations.

- A & B Learn 6 verses each from *Numbers*, chapter 22, and from *St. Luke*, chapter 9. Psalms 23 and 47. One suitable hymn. Recite a poem (each child may choose a different one). Use one of the following: *A First Book of Poetry*, compiled by M. A. Woods (Macmillan, 3/-); *The Golden Staircase (New Edition)*, chosen by L. Chisholm, Parts I-IV. (Nelson, 1. and II., 5d. each; III. and IV., 6d. each).

Reading.

Children should visualize new words every day: see *Home Education*, page 240: see also word drill in the "Beacon Readers."

- A Poetry and books used for History, Geography, and Tales. (Upper I.A): *Captain Cook** (Nelson, 1/6). *Sancho the Portuguese and Fernando the Spaniard** (Harrap, 1/-).
- A & B Children who can read a little may use one or two of the following: *The Beacon Readers*, Books III. (1/2), IV. (1/4), according to directions in *Teacher's Manual* (Ginn, 1/6). *Picture Tales from the Russian*, Books I.

to III. (Blackwell, 1/- each). *Children of the Igloo* (Eskimos) and *Woolly* (Africa), (Milford, 3½d. or 6d. each).

- B Reading taught as in *Home Education*, using *The Children's Letter Box** (2/6) together with *Dickory Dickory Dock: The Children's Reading Box** (3/6), both prepared by E. R. Tetley (Jackson & Son), or, *The Beacon Readers*, Books I.* (10d.), and II.* (1/-), with *Teacher's Manual* (Ginn, 1/6). *The New Beacon Reading Cards* (10d.) and *Word Builders* (1/6), with the *Introductory Book* (9d.), may be used for beginners.

Holiday and Evening Reading:

- A *Joan of Arc** (Nelson, 1/6). *The Story of Alexander Selkirk*, by Frederick Niven (Wells Gardner, 1/-). *Man's Great Adventure*, by Stephen Southwold (Longmans, 2/6), pp. 128-256. *Baby Sahib*, by A. A. Methley (Wells Gardner, 1/-).
- B *Indian Fairy Stories*, by Donald Mackenzie (Blackie, 5/-). *In the Beginning*, by Lady Erleigh (Nelson, 2/-).

Music.

- A & B (a) *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6), or, (b) use Beringer's *Pianoforte Tutor* (Bosworth, 3/6 complete, or in 2 parts, 2/- each), with (for teacher's own study) *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

Musical Appreciation.

- A & B The work of Beethoven. See (a) article and (b) *Our Work*, in the January P.R.

Singing.

- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 3/-), lessons 16-19. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-). *On Music Teaching*, by W. H. Leslie (P.N.E.U. Office, 6d.).
- B *Songtime*, edited by Percy Dearmer (Curwen, 4/6).
- A & B *Sonnez les Matines* (P.N.E.U. Office, 3/-), or, French singing games from *Chantez mes Enfants*, by Lady Bell (Hachette, 3/6).

Drill.

- A & B *A Hundred Children's Singing Games*, edited by F. Kidson (Bayley & Ferguson, 3/-). Folk dances: *Scandinavian Dances*, Series II (Ling Association, 11d.). *British Marches for Schools*, by Martin Shaw (Evans, 3/6). Ex-Students take House of Education Drills.

- A *Board of Education Syllabus of Physical Training for Schools, 1919* (1/6): take six consecutive Tables.
 B *Physical Exercises for Children under Seven* (3d.).
 A & B *Suggestions in Regard to Games* (4d.). (All Eyre & Spottiswoode.)

Work.

- A & B Help in house or garden: *Practical Gardening for Children*, by O. Marshall (S.P.C.K., 1/6). *Paper Modelling*, by M. Swammell (Philip & Son, 3/6), Series III., 1 and 2. Use *The World of Paper*, Toy Book, by Forbiciocchio (Willis & Co., Vols. III. and IV., 1/3 each). Make a "Locker" rug. See *The Country Woman's Rug Book*, by Ann Macbeth (Dryad, 3/6), pp. 8-15. *The Little Girls' Sewing Book*, by Flora Klickman (R.T.S., 1/6). *Model Railway Buildings*, by H. McKay (Wells Gardner, 1/6). *The Play-work Book*, by Ann Macbeth (Methuen, 3/6). Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

N.B.—Teachers will find valuable suggestions in the teaching of Drawing and all handicrafts in the following: *Applied Art*, by Pedro Lemos (Batsford, 28/-). It is not advisable to follow stereotyped courses.

GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.

N.B. 2.—The work lasts for two years (average ages 7 and 8) in Form I.A. In the second year children should read their own books and sometimes write narration. Classes in the second year of I.A. might be called "Upper I.A."

N.B. 3.—In home schoolrooms where there are children in A as well as in B, both forms may work together, except in Tales and History, doing the work of A or B as they are able, but more work must be expected from I.A. The work in any one subject must not be selected from A and B.

N.B. 4.—In Arithmetic and French there must be no gaps (see leaflet G). Pupils must go on from where they left off, but they will be handicapped in the future unless they have done the work set for the Form.

N.B. 5.—Each pupil in Upper I.A. should have a copy of all books, etc., marked * and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Drawing" onwards are advisable but optional.

N.B. 6.—For principles and methods of teaching the various subject see *Home Education* (P.N.E.U. Office, 5/6), and *Parents and Children* (P.N.E.U. Office, 5/-). A record of work should be kept (see leaflet H).

N.B. 7.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 8.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 9.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1. See special list.

N.B. 10.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.

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(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "*I am, I can, I ought, I will.*"

FORM I. (A and B)

PUPILS' NAMES.....

Bible Lessons.

- I. A & B 1. Tell (*a*), the story of how Moses struck the rock, *or*, (*b*), about the Brazen Serpent.
2. Tell one story about Balaam.
- II. 1. Tell about (*a*), the healing of Jairus' daughter, *or*, (*b*), the story of the man who made a great supper.
2. Tell a story about (*a*), Martha and Mary, *or*, (*b*), the Prodigal Son.

N.B.—*Stories learned under Recitations should not be given.*

Writing.

- A Write (once only) a line of poetry from memory.
- B Write, or print, (once only), "Then the grasshopper came with a jerk and a spring."

Tales.

- A 1. Tell (*a*), how Christian and Hopeful talked with the Shepherds, *or*, (*b*), how they came to the land of Beulah and met the Shining Ones.
2. Tell one story of (*a*), how Ulysses came to his own country disguised as a beggar, *or*, (*b*), Jason and his search for the Golden Fleece.
- B Tell (*a*), a short fairy story, *or*, (*b*), one long, *or*, two short Æsop Fables.

English History.

- A 1. Tell about (a), Wat Tyler's rebellion, *or*, (b), the Maid of Orleans.
2. Tell about (a), how Prince Hal was sent to prison, *or*, (b), the story of the King-maker.
3. Tell a story about (a), William Pitt and Wilberforce, *or*, (b), the Princess Elizabeth of York.
- B 1. Tell about (a), the coming of the Romans, *or*, (b), the story of Caractacus.
2. Tell the story of (a), Boadicea, the "Warrior Queen," *or*, (b), St. Alban.

Geography.

- A 1. Tell how a river begins, and how it grows on its way to the sea. Draw one.
2. "Let us take a ship and collect a cargo of the good things of Spain." Describe the voyage.
3. Tell some of the things you would like to see if you went to Italy.
- B 1. Tell something about (a), the Egyptian boy and his country, *or*, (b), the Eskimos of the Far North.
2. What is a planet? How does it shine? Name one.
3. Tell about a place visited by (a), your father and mother, *or*, (b), your teacher.

Natural History. (Children overseas may substitute local animals and plants).

- A 1. Tell what you know about (a), where birds sleep at night, *or*, (b), rooks and their companions.
2. Tell about (a), the great tit and its nest, *or*, (b), the hedgehog and its home.
- B 1. Tell about (a), "Bobby" the squirrel, *or*, (b), the humble bee's nest.
2. Tell (a), about one of "Chuey's" games with "Toto," *or*, (b), a story of "Robin" the inquisitive mongoose.
- A & B (Overseas.) 1. Tell (a), the story of a "flat fish," *or*, (b), about the octopus, the Ogre of the Deep.
2. Tell about (a), "the great Gorilla," *or*, (b), a fierce hunter of the woods.

Picture Study.

- A & B Describe, *from memory*, "The Holy Family with Angels," by Filippino Lippi.

N.B.—Another of the set pictures by Filippino Lippi may be described if this one has been missed.

French (oral only).

- A Children to (a), recite a series, (b), make three new sentences, (c), recite a poem.
- B Say six sentences in French.

Number. (All working must be shown.)

- A 1. At a circus there were 35 performers, 24 players in the band, 6 programme sellers, and, in the audience, 477 children and 69 grown-ups. How many people altogether?
2. Two boys went shopping with 1/6 each. One bought 7 toy soldiers at 2d. each, and the other bought 16 marbles at 1d. each. With all the change there was, they bought two oranges. What was the price of each orange?
3. A little girl started with 7 shells at the seaside and got 8 more every day for 14 days. Write down the number of shells she would have each day.
- B 1. How many wheels altogether have an engine, a motor car, a bicycle and a wheel-barrow?
2. Mary had 20 crocuses in her garden; the birds ate half-a-dozen, and Mary picked half of the rest. How many were left in the garden?
3. Jimmy buys a railway line a foot long. How much does he pay if it cost a penny an inch?

Brushdrawing. (All work to be done with brush and in colour.)

1. Make a picture, giving it a name, for one of the stories (from books set) you have enjoyed.
2. Draw (a), a twig from nature, *or*, (b), an animal you have watched.

Recitations *

Father to choose a hymn, a poem, and two passages from the Bible Lessons.

Reading *

Father to choose unseen passage.

Music *

Examine in work done and report progress.

Singing *

Father to choose an English and a French, song, and two tonic sol-fa exercises.

Drill *

Drill, before parents.

Work *

Outside friend to examine, but list of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, March 31st. Papers to be posted on April 5th, *with no other enclosure*. The examination may be postponed till after Easter if due notice is given and the papers are kept unopened.

N.B. 2.—Subjects thus indicated (★) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully (a) the amount of written work expected in Form I.A, (b) the Regulations as to the number of papers to be sent in by Schools. In Schools: a teacher's P.U.S. Report on *one* child's oral work may be sent up from Form I.B, where it is not possible to arrange for the dictated answers in I.A.

N.B. 4.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.